

## **PART ONE: THE MISSION**

### **I. The Mission of Seaver College**

- A. Seaver College exists to provide a link between the knowledge and wisdom of the past and present with the challenges of the future. The college is essentially a community within the larger Pepperdine University community which integrates several groups: teachers committed to a life of instruction and scholarship; students preparing to assume responsible roles in contemporary society; staff members, volunteers, and donors committed to advancing the goals of the community; and administrators and regents charged with helping to achieve these goals.
- B. Seaver College is primarily undergraduate and residential. It is selective in enrollment and committed to high academic standards. Its task is to prepare persons of diverse economic, social, ethnic, and religious backgrounds to become moral and intellectual leaders and to challenge them to value service above material success. To accomplish this task, Seaver faculty members, administrators, and staff members serve as role models both as professionals and as human beings who are committed to excellence and motivated by personal faith in God. Students benefit from many small classes, a nurturing campus environment, opportunities for diverse social interaction, and individual attention from these teacher-mentors.
- C. Seaver is a liberal arts college. As such, it nourishes and transmits the noblest ideas of Western culture--the achievements of science and technology as well as the artistic, intellectual, and ethical heritage of the Western world. At the same time, the Seaver curriculum and co-curriculum also reflect a modern, global world view much broader than that of the West and more complex and egalitarian than in former times. Nor does it isolate itself from the nature of life and the economic realities of our own age. Therefore, many subjects are studied that are not included in the traditional categories of the liberal arts. Nevertheless, the college is completely committed to the spirit and intent of the traditional baccalaureate: the sharpening of the mind, the ennobling of the heart, the broadening of the vision, and the cultivation of the arts of speaking and writing which result in civilized and fruitful discourse. It is likewise devoted to the relentless search for truth in an atmosphere of freedom of inquiry: to think, to question, to doubt, to believe, and to affirm.

- D. Seaver College places the students' total development at the heart of its educational strategy. The college therefore recognizes the importance of both the curriculum and the co-curriculum. It strives to effect the total development of the student--intellectual, physical, emotional, social, and spiritual--and to lay the foundations of lifetime learning. It recognizes that learning takes place constantly, in every facet of the student's life, and therefore seeks to integrate and direct this complex of experiences toward its developmental goals. Since there is a significant correlation between the degree of individual student involvement in the life of the college and success in effecting student development, concerted effort is made to maximize the involvement of each student in the larger life of the college.
- E. Seaver is a Christian college. As such, it affirms in undergraduate and graduate programs that there are sources of truth deeper than those of secular culture: Moses, purveyor of divine laws; Amos, crying out for social justice and unfeigned piety; Paul, overwhelmed with both the reality of sin and the joy of forgiveness; and ultimately, Jesus of Nazareth, in whom God is uniquely revealed, and by whose death and resurrection all humankind can receive reconciliation with God. The study of religion and the opportunity for corporate worship are integral elements in the Seaver experience. A commitment to Christian beliefs regarding the origin, nature, and destiny of humanity permeates the curriculum. The college's ties to the Churches of Christ call it to a serious commitment to Biblical Christianity. Thus, in its mission, Seaver College seeks to remain true to the most profound insights of the religious movement which constitutes its heritage.

## II. The Seaver Faculty

- A. Community. Seaver College of Letters, Arts, and Sciences is a community of scholars within Pepperdine University sharing the ongoing process of intellectual discovery and personal growth. The faculty forms the nucleus of this community, and its interaction with students is the community's central activity. The Seaver faculty draws its strength from both its commonality and its diversity.
- B. Commonality. Seaver faculty members share the following qualities and values:
1. Excellence and satisfaction as teachers of undergraduate students. Seaver's primary mission centers on its impact on students, especially undergraduate students. Seaver faculty members therefore strive to be excellent teachers--well-prepared, fair, enthusiastic, innovative, and constantly improving. The priority which they place on teaching can be seen in such things as the level of energy expended in preparing for instructional activities, creativity in using varied methods of instruction, and sensitivity to student needs and questions in and out of the classroom.
  2. Thorough academic preparation. Seaver faculty members have acquired the highest appropriate degrees in their areas of teaching and research. This initial preparation becomes the basis for continued intellectual growth, active participation in professional organizations, and contributions to the disciplines of academic specialization.
  3. Strength of character worthy of emulation. The ideal relationship between teacher and student at Seaver College is more than mere academic interaction; therefore, faculty members at Seaver seek to be role models as well as academicians. While this fact does not imply that faculty members lack the right to private lives beyond the confines of the college, it does call attention to the Seaver philosophy of educating the whole person and recognizing that such an education extends beyond the classroom. The faculty's strength of character, maturity, and ethical clarity are integral to the heritage it seeks to pass on to students.
  4. An inquisitive spirit. The love of learning and a critical approach to knowledge are the beginning of scholarship. The Seaver faculty views learning and discovery as exciting and takes special joy in them. The faculty is in fact a community of life-long learners who have never stopped growing intellectually. Research at Seaver is not a sterile

professional exercise but rather the natural fruit of an inquisitive spirit. Seaver faculty members often share their research with the wider scholarly community through publication or oral presentation, and the spirit which generated these discoveries is highly valued.

5. A devotion to Christian moral and ethical values based upon a personal spiritual commitment. The power of these values is dependent upon an honest allegiance to them. Consequently, Seaver College, as an independent, church-related institution, gathers scholars who are themselves unreservedly committed to such values and who discipline their own lives by them. A significant majority of faculty base their commitment to such values, and their daily lives, on a personal faith in Jesus Christ, and live out that faith in their churches and communities.
6. A sense of servanthood. One of the paramount Christian values is this: "Whoever wants to become great among you must be your servant." While it is the responsibility of the University to provide adequate support and compensation to the faculty, excellence in the respected serving professions comes from within. This fact not only influences the activities of the Seaver faculty within the University but also results in service to the larger community through the religious, civic, political, social, and cultural life of the local communities in which faculty members live.

C. Diversity. The strength of the Seaver faculty consists not only in its commitment to shared values, but also in its diversity. This diversity broadens the students' horizons and contributes to an objective search for truth. The faculty exhibits a balance between age and youth, varied levels of experience, and differing rank and tenure status. Men and women are both represented. Faculty members have varied undergraduate and graduate experiences, cultural and racial heritages, and areas of special interest and expertise. Individual faculty members excel in various ways and with varying combinations of teaching, research, and service. The makeup of the faculty reflects the university's strong historic relationship to the Churches of Christ while fully recognizing the valuable contributions of those who, while not members of the Churches of Christ, complement and share a commitment to the mission of Seaver College.

### III. The Seaver Administration and Staff

- A. Commonality. Administrators and staff members at Seaver College plan, structure, organize, supervise, coordinate, and carry out tasks which facilitate the work of the faculty and the interaction of faculty members and students, and which provide the co-curricular environment in which student development occurs. They share with the faculty the responsibility for achieving the college's goals within the framework of its mission statements. They must therefore share many of the same qualities and values which characterize the faculty. These include:
1. Thorough preparation. Seaver administrators and staff members have adequate experience and/or professional preparation to perform with excellence, and a strong interest in constantly improving performance and skills.
  2. Strength of character worthy of emulation. Administrators and staff members interact with students daily and in those interactions teach by example. In demonstrating a service orientation, maturity, and ethical clarity, they serve as role models along with the faculty. This aspect of their responsibility is no less important than the specific tasks which they perform.
  3. A devotion to Christian moral and ethical values based upon a personal spiritual commitment. The power of these values is dependent upon an honest allegiance to them. Consequently, Seaver College, as an independent, church-related institution, appoints administrators and staff members who are themselves unreservedly committed to such values and who discipline their own lives by them. A significant majority of them base their commitment to such values, and their daily lives, on an active personal faith in Jesus Christ, and live out that faith in their churches and communities.
  4. A sense of servanthood. Administrators and staff members understand themselves to be servant leaders, recognizing that commitment to Seaver's mission and the welfare of the Seaver faculty and students is the primary factor in every decision made, every task accomplished, and every personal interaction undertaken inside or outside the college.
- B. Diversity. Diversity is as significant among administrators and staff members as among the faculty and students. These groups, therefore, all exhibit diversity in cultural and racial heritage. Men and women are both

represented. The makeup of the administration and staff reflects the University's Christian character, and within Christianity its strong historic relationship to Churches of Christ, while fully recognizing the valuable contributions of others who complement and share a commitment to the mission of Seaver College. Regardless of race, creed or cultural origins, all staff members and administrators will demonstrate a high level of competence.

- C. Implementation and Evaluation. It is the responsibility of those who hire, supervise, and evaluate staff and administrators of the college to ensure that those under their supervision reflect the qualities noted above.

## IV. The Seaver Student

A. Seaver College is committed to the concept that the total development of the student is the heart of the educational enterprise. The student body of Seaver College consists primarily of full-time residential students. A description of the Seaver student must include both those qualities that initially won admission to a selective program and those that the student and society at large should expect the college to add or to enhance during the period of matriculation. All incoming students should share the following characteristics:

1. An outstanding record of academic performance and service activities that indicates emerging maturity and promise of continuing growth.
2. Strong moral character evidenced by past actions, such as explicit examples of mature ethical and moral decision-making, responsible and productive behavior, exhibition of a spirit of servanthood, and commitment to volunteer participation in institutions such as church, school, and non-profit public service agencies and projects.
3. An inquisitive mind and a willingness to learn.
4. Creativity and special talents, especially the capacity for leadership--professional, personal, and social.

B. Exposure to intellectual, social, and cultural diversity is also essential in the liberating process of education. The student body of Seaver should therefore include persons of various and differing

1. economic and social status;
2. geographical origins, both foreign and domestic; and
3. racial and cultural heritage.

The Seaver student body should represent a diversity of religious heritages, Christian and non-Christian, while at the same time reflecting the University's Christian character and its relationship with Churches of Christ.

C. The Seaver curriculum (and co-curriculum--see Part Two: Section IV: A and B) emphasizes both breadth (through general education) and depth (through a concentration in one discipline). All graduating students should share the following characteristics:

1. The ability to continue the quest for knowledge and insight and to adapt to constant changes spurred on by the excitement of discovery and aided by an understanding of the nature and techniques of intellectual research.
2. The ability to think clearly, logically, independently, and critically--to synthesize and integrate knowledge, not simply to accumulate it.
3. The ability to communicate and to understand the communication of others: to read, to listen, to speak, and to write effectively.
4. A broad cultural perspective, defined by an exposure sufficiently broad to ensure familiarity with the history, literature, philosophy, and achievements of Western culture, as well as a sense of the global interaction between Western and non-Western civilization. This would naturally include a developed aesthetic sense capable of appreciating the arts, a grasp of the basic process of scientific discovery, and knowledge of the present state of human understanding of the physical and social world.
5. Moral integrity and a sense of personal values, seen as a capacity and willingness to make value judgments based on a serious consideration of Christian ethics. While students may or may not accept these views as their own, they will be encouraged to consider seriously the question of Christian values in making life decisions.
6. An enhanced potential for service in a chosen profession, in public life, and in the support of cultural life of a chosen community. Seaver students will be leaders--leaders, however, of a special kind, exercising leadership for the common good rather than for mere personal or material gain.



## **PART TWO: THE PLAN**

### **I. Enrollment Management**

- A. The Goal: To recruit and retain a student body conforming to the mission of Seaver College.
1. Enrollment standards are based on the qualities described in Part One: The Mission, Section III: The Seaver Student:
    - a. An outstanding record of academic performance.
    - b. Service activities that indicate emerging maturity and promise of continuing growth.
    - c. Strong moral character evidenced by past actions.
    - d. An inquisitive mind and a willingness to learn.
    - e. Creativity and special talents, especially the capacity for leadership-- professional, personal, and social.
  2. The strategy for achieving diversity as outlined in Part One: The Mission, Section II: The Seaver Student involves the recruitment of a student body characterized by:
    - a. Significant ethnic, socio-economic, and cultural diversity.
    - b. High academic achievement.
    - c. Special talents needed to enrich the life of the college.
    - d. A significant representation of students from Christian backgrounds, a significant number of whom are from Churches of Christ.
- B. Strategic Targets. The Seaver Strategic Plan is based on a "no-growth" assumption, i.e., "that the number of full-time equivalent students (FTES) will be kept constant for the next few years." For planning purposes, the FTES base number for the Malibu campus will be 2,500. Investigation will continue to determine whether this number can or should be reduced. Specific targets are as follows:

1. Academic Achievement: Average SAT of incoming class: 1100; average high-school GPA of incoming class: 3.6. These numbers exclude students on athletic scholarships.
2. Ethnic Diversity (expressed as percentage of student body): not less than 20-25% from under represented American minorities; 10-15% International.
3. Religious Commitment. A significant majority of Seaver students should be active Christians from a broad variety of traditions. Initially, approximately 15% of total undergraduate enrollment should be from Churches of Christ, with a longer-term goal of 20%.
4. Academic, ethnic and religious targets should be reached incrementally over a five- to seven-year period.

C. Challenges. The next several years will be particularly challenging ones for Seaver College in the areas of admissions and financial aid.

1. By 1998 the high school graduation rate will grow to 1989 levels. However, most of the growth will occur in lower socio-economic sectors of the society, thus increasing pressures on financial aid budgets in high-tuition institutions. Seaver's increasing popularity partially mitigates this challenge, but does not eliminate it.
2. High-achieving students from the "middle class," traditionally the backbone of the student pool in schools like Seaver, find private higher education more and more difficult to afford. Meanwhile, lower socio-economic students require a larger and larger percentage of dwindling resources for financial aid, making aid to middle-class students more and more problematic.
3. Ethnic and cultural diversification are becoming more and more expensive, since students representing such diversification require increasingly more financial aid as tuition costs rise.
4. A significant number of potential students from Churches of Christ and other Christian traditions belong to the "middle class" noted above and will not choose Seaver College even if all financial "need" (as defined by technical government standards) is provided in the form of financial aid. Other church-related schools will fiercely compete for these students, particularly the most outstanding ones.

D. Strategies.

## 1. Recruiting strategies.

- a. Emphasis (money, time, personnel) will be placed on the recruiting of priority groups (active members of Churches of Christ, active members of other Christian communities, members of under-represented minorities, and high academic achievers and leaders likely to be able to afford high tuition).
- b. Recruiting materials and procedures will make the Christian nature of Seaver College and its special mission clear. Students merely impressed by the academic reputation of the school, or the physical beauty and attractiveness of its location, but lacking commitment to its spiritual goals, will not be encouraged to enroll.

## 2. Financial aid strategies.

- a. Total expenditures for financial aid from all sources (restricted or unrestricted, discount or endowment based) will total an amount equal to approximately **??%** of the yearly Seaver revenue budget. Of this, approximately 35% (including athletic scholarships) will take the form of a discount, itemized in the Seaver budget. The remainder will come from non-tuition based funding.
- b. The University will commit to increase non-tuition-based funding to relieve the Seaver expenditure budget at the rate of 1% per year for the next five years.
- c. Financial aid will be awarded through utilization of a "priority packaging system" based on the strategic goals listed above. Awards will be made in the following manner:
  - (1) An "academic floor" will be established. Students falling beneath that floor will not be admitted in any case.
  - (2) First priority in awarding financial aid will be given to top academic achievers with a pattern of strong commitment in a local congregation of the Churches of Christ, students from under-represented groups (American Indians, African Americans, Hispanic Americans), and outstanding students from other Christian communities. Institutional resources permitting, these students will be offered at least a package covering "financial need" (using government standards, but adding home equity to the equation). In addition, particularly attractive candidates will be offered supplemental assistance from various restricted, unrestricted, and

endowment-based funds such as AWP and the Campus Ministry Christian Leader Fund, and from programs such as the Eamer Scholars Awards.

- (3) Second priority will be given to the following groups:
  - (a) Academically qualified students exhibiting a pattern on behavior compatible with Seaver's spiritual and academic mission, including students from Churches of Christ (supplemented with funds administered by the dean of enrollment management, i.e. "Presidential Scholarships," "Dean's Scholarships," etc.).
  - (b) Special talents, within the general recruiting guidelines listed above.
  - (c) International students of less than substantial means who will contribute to Seaver's special mission (awarded through cooperation of dean of enrollment management and director of international student services' office).
- (4) Whatever funds remain will be distributed on an equitable basis as a percentage of "financial need" to students qualifying for admission to the college but not belonging to one of the priority groups.

## **II. The Academic Plan**

### **I. FOUNDATION**

Seaver College aspires to achieve singular distinction in the United States as a Christian liberal arts college by creating an educational community in which Christian mission exists in dynamic relationship with learning and scholarship. The Seaver College Academic Strategic Plan assumes that the institution can reach that goal by 1) developing a community of scholarship, 2) balancing the learning process, and 3) transforming the Seaver student. The key elements of the plan are organized around these three thematic groups.

According to its mission statement, Seaver College exists to perpetuate Christian values and features a curriculum permeated by "Christian beliefs regarding the origin, nature, and destiny of humanity." It follows that Seaver's educational programs promote Christian character and faith formation through faculty modeling, student mentoring, discussing ethics and values, explicating of Christian perspectives, and intentionally relating faith to learning. Faculty and staff actively prepare students to become moral and intellectual leaders and strive continually to challenge students to value service above material success. They ask of each new proposal or initiative that relates to the academic enterprise, "Is this proposition in keeping with the Christian mission of Seaver College and, if so, in what ways does it build on that purpose?"

Academic excellence begins when educational programs root strategic decisions squarely in a comprehensive vision. Two documents frame that vision for Seaver College. One is the academic division's own action plan, in which the faculty articulates goals and objectives appropriate for the disciplines represented in the division. Informed by each divisional plan, the other document, the Seaver College Academic Strategic Plan, is framed in broad and far-reaching principles. In the interest of educational coherence and excellence, therefore, each Seaver academic division justifies its programs and strategic decisions in light of both these documents. Faculty ask of every new academic proposal or initiative, "Is this proposal or initiative in keeping with both the division's overall action plan and the larger strategic plan for Seaver College?"

The perpetuation of an educational community where Christian mission exists in dynamic relationship with learning and scholarship requires that Seaver College recruit full-time faculty who are exceptional a) in their commitment to Christian faith and ability to relate that faith in appropriate ways to their teaching and

scholarly activities and b) in their demonstrated potential or proven record as a teacher and as a scholar. Such a community also requires a respect for diversity, even as the community works diligently to enhance its Christian dimensions.

Commitment to the Christian mission of Seaver College builds on the relationship Pepperdine University sustains to the Churches of Christ. Seaver does not seek to nurture its church relationship simply as an end in itself. Rather, that relationship helps Seaver College to sustain its larger Christian mission. The history of higher education in the United States documents hundreds of institutions who abandoned their denominational affiliation only to find that their decision contributed to the loss of Christian mission altogether. The relationship with the Churches of Christ brings to the educational enterprise a heritage that accentuates several values that serve higher education especially well. Churches of Christ, for example, prize rationality and the life of the mind, and they affirm that each individual possesses the God-given right to search for truth. Their historical roots include an ecumenicism that acknowledged the legitimacy of all Christian believers. These values translate into support for rational inquiry, academic freedom, and diversity.

Commitment to the Christian mission of Seaver College also builds on the contributions made by faculty, students, and regents who are active, committed Christian believers within traditions other than the Churches of Christ. By their active participation in the life of Seaver College they also help sustain Seaver's larger Christian mission, and they bring strengths to the educational enterprise that reinforce and complement those brought by Church of Christ regents, administrators, faculty, and students.

The language in the Seaver College Academic Strategic Plan is not meant to be prescriptive or coercive. Instead, it describes the kind of institution Seaver College seeks to become over the next five years. The document seeks to articulate a comprehensive vision and to encourage change that academic divisions and units can implement through their own action plans. It is not assumed that every faculty person will implement each of the stipulated goals. Rather, the goals specified here are envisioned as *community* goals which will be accomplished through faculty commitment to the action plans of their own programs and majors.

The community goals are organized into fifteen categories identified as Key Elements of Quality (KEQs). Arranged into three thematic groups, these KEQs represent the measures of institutional health that are critical to the growth and long-term survival of the institution. They reflect some of the most notable initiatives and activities that are currently taking place in the academic divisions

of the college, and they represent the means by which the strategic planning objectives will be carried out over the next decade.

## **II. DEVELOPING A COMMUNITY OF SCHOLARSHIP**

Scholarship is the process of professional learning. To achieve excellence in the enterprise, Seaver College seeks to create a community of teachers and learners who participate in the ongoing process of scholarship.

### **A. Excellence in the Classroom**

Learning takes place in many settings, but learning at Seaver College centers in the classroom experience. Classroom excellence depends on the use of varied methods of instruction, the provision of frequent and timely feedback to students, sensitivity to student needs and questions in and out of the classroom, awareness of current research in teaching and learning, and the continual improvement of teaching based on continuous and comprehensive assessment of teaching quality.

Goals:

1. Each Seaver student encounters in every classroom teachers who are knowledgeable in the subject matter, effective in pedagogy, available for mentoring, involved with the institution, and supportive of the Christian mission.
2. Seaver College students can expect varied teaching techniques, frequent and timely feedback to students regarding their progress toward attaining stated learning goals, and comprehensive programs to assess their learning.
3. The Seaver College administration promotes and supports high quality teaching among the faculty by appropriate incentives and rewards.
4. To provide data for making teaching assignments and equitable promotion and tenure decisions, Seaver College uses a comprehensive program to assess teaching quality.
5. Seaver students can expect faculty who recognize that their classroom learning is influenced by a variety of factors not related to intellect or level of preparation.

Objectives:

- Faculty incorporate interactive and/or collaborative teaching in their courses ~ *(one year)*
- Prior to their pre-tenure and five-year reviews Seaver faculty participate in Teaching Scholars' Workshop ~ *(three year)*
- Classroom assessment techniques will be used in every class on a regular basis ~ *(three year)*

## B. Faculty Development

Individuals are appointed to the tenure-track faculty at Seaver College because they actively embrace the Christian mission and because they have demonstrated potential as teachers and scholars. Part-time, or adjunct, faculty members, drawn from the remarkable intellectual and cultural community surrounding Seaver, are selected on the basis of special experience and expertise to enrich the curriculum. The use of such highly qualified persons should be limited to those courses where their expertise is an advantage to the student.

### Goals:

1. Seaver College can best realize its Christian mission by appointing full-time faculty members who possess a clear and active commitment to Biblical Christianity as well as strong academic qualifications in an appropriate discipline.
2. Seaver College seeks a profile of full-time faculty whereby a "critical mass" (defined by the university's planning assumptions as 60 percent of full-time faculty) is active in the Churches of Christ. In making new appointments to the full-time faculty, therefore, administrators and search committees act to preserve the Christian mission of the university when their personnel decisions seek to maintain a "critical mass" of faculty who are active members of the Churches of Christ and to appoint faculty outside that "critical mass" who are active Christians from traditions other than Churches of Christ. These considerations, of course, would not exclude appointing a non-Christian to the faculty when such an appointment would enrich the spiritual profile and academic reputation of the faculty.
3. The faculty are given the freedom to develop specific courses that focus on the ideals related to Seaver's Christian mission.



4. Faculty members and students at Seaver College have opportunities to understand and appreciate the historical roots and cultural contributions of the Churches of Christ.
5. At Seaver College tenure-track faculty recognize part-time and term-appointed faculty as colleagues of worth and members of the community.
6. The percentage of general studies classes taught by adjuncts does not exceed 20 percent of the total number taught by full-time faculty.
7. Mindful of the contribution of adjunct faculty to its educational endeavors, Seaver College arranges in-depth orientation, regular mentoring, and effective evaluation for adjunct faculty.
8. Recognizing the value of talented professionals living in the Malibu community, Seaver College offers weekend and summer courses taught by local specialists.

Objectives:

- The Dean of Academic Programs and the divisions provide opportunities for faculty to connect Christian faith and learning ~ *(one year)*
- Adjunct faculty are provided with orientation about the purposes and mission of Seaver College, regular mentoring, and annual teaching evaluation ~ *(one year)*
- Faculty and students have opportunities to understand the historical roots, cultural contributions, and theological emphases of the Churches of Christ ~ *(one year)*
- The percentage of courses (all and G.E.) taught by adjunct faculty relative to those taught by all faculty at Seaver College does not exceed 20 percent ~ *(three year)*
- Academic divisions review course syllabi with respect to clearly stated learning objectives within the context of general learning, the major, and the Christian mission of Seaver College ~ *(three year)*
- No more than 25 percent of all sections of public speaking (SPE 180), math G.E. requirements, freshman composition/literature (ENG 101 and 102), and foreign languages (151, 152, and 251) are taught by part-time (adjunct) faculty or visiting faculty ~ *(five year)*

- Faculty portfolios include a response to the Seaver College Mission Statement and a description of how the faculty member connects faith and learning ~ (five year)

### C. Academic Integrity

Academically rigorous courses and programs have intellectually challenging learning objectives that are measurable and attainable. Course grades reflect the degree to which students achieve learning objectives.

Goals:

1. While making allowances for individual student differences, faculty challenge students to stretch mentally beyond their existing comfort zones.
2. At Seaver College, faculty regularly and clearly explain grading criteria and assign course grades based on the degree to which learning objectives are achieved.
3. Faculty require comprehensive final examinations or concluding evaluative activities in all courses.
4. International programs maintain the same academic requirements and levels of excellence as courses taught on the Malibu campus.
5. As often as possible, Seaver faculty develop and participate in collaborative research projects with undergraduate students.

Objective:

- Faculty are encouraged to develop additional collaborative research efforts with undergraduate students ~ (five year)

### D. Interdisciplinarity

An interdisciplinary approach to learning requires a conscious effort to connect work in the course or major with work in other disciplines. It demonstrates the connectedness of knowledge, as opposed to the segregation of knowledge, and it forms a basis for comparative and critical thinking. An interdisciplinary approach is more than students taking courses in different disciplines, such as in the Liberal Arts curriculum; it is a philosophy of education. A broadly educated professor using each class period to draw material from disciplines other than his

or her own is one way to help students make “knowledge connections” and to connect material learned to their personal lives.

Goals:

1. To assist in developing a comprehensive view of “learning,” Seaver College provides students with opportunities to integrate ideas and concepts from different disciplines throughout their college years.
2. The curriculum of Seaver College encourages the connectedness of learning from course to course, from major to major, and from general studies to specialized learning.
3. The faculty seeks an interdisciplinary mindset characterized by the ability and willingness to experience with students the connectedness and integration of knowledge across the curriculum.

Objectives:

- The Seaver Dean’s office establishes a fund to bring at least one renowned scholar annually to the campuswide community ~ *(three year)*
- The Dean of Academic Programs organizes “cohort programs” among entering freshmen ~ *(three year)*
- The Academic Affairs Committee reviews one academic division annually, assessing curriculum connectedness to other disciplines, general education goals, and the Christian mission ~ *(five year)*

#### E. A Culture of Scholarship

Intellectual curiosity, a passion for learning, thinking, challenging, and making connections, and the celebration of ideas characterize a vital “culture of scholarship.” This culture thrives in a learning community where inquiry is valued and encouraged. Significantly, a culture of scholarship includes, besides those important academic endeavors that result in publication and artistic presentation, faculty colloquia, team-taught classes, conversations about ideas over coffee and between classes, and pride in the success of colleagues and students. In a culture of scholarship, a spirit of inquiry pervades all endeavors.

Goals:

1. In accordance with the university's planning assumptions and in keeping with Ernest Boyer's descriptions in *Scholarship Reconsidered*, Seaver College views scholarship as having multiple forms, namely discovery (so-called pure research), integration ("serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research"), application (the use of knowledge in trying to solve consequential social problems), and pedagogy (careful inquiry into the art--and extension of the body of knowledge about--teaching). Seaver especially supports scholarship related to and supportive of the academic, teaching/learning and philosophical missions of the University.
2. As members of a learning community, Seaver faculty and students appreciate and understand each other's intellectual pursuits, share values and common purposes, explore issues collegially, and nurture the mind, body, heart, and soul of each other.
3. Seaver College provides incentives, structures, and rewards to ensure that the intellectual excitement of inquiry, discovery, interaction, and critical discourse are available to faculty and students.

Objectives:

- Specific guidelines for promotion and tenure are developed by each division in conjunction with the RTP committee ~ *(one year)*
- The Dean of Seaver College establishes a Center of Teaching and Learning Excellence ~ *(one year)*
- Periodic colloquia are held by academic divisions ~ *(one year)*
- The Dean of Academic Programs establishes a "Scholar in Residence" program ~ *(five year)*
- The division chairs in consultation with the Dean of Academic Programs will design a system to determine effective and equitable use of division operating budgets ~ *(five year)*

### **III. BALANCING THE LEARNING PROCESS**

Learning is a complex phenomenon. It occurs in many forms and within a multitude of environments. Seaver College seeks to balance these in a

cohesive whole so that students are ultimately able to engage in life-long learning.

#### F. General Learning

Seaver College, according to its mission statement, "is completely committed to the spirit and intent of the traditional baccalaureate: the sharpening of the mind, the ennobling of the heart, the broadening of the vision, and the cultivation of the arts of speaking and writing which result in civilized and fruitful discourse." The college seeks to impart these values in different ways, but the general studies curriculum is designed specifically for that purpose. It seeks to promote effective communication, critical thinking, information literacy, historical and scientific thinking; to sharpen life management, career, and interpersonal skills; to facilitate understanding of the natural, social, and cultural world; and to possess individual spiritual, historical, aesthetic, and personal sensibilities. Because Seaver faculty recognize the centrality of general studies to the Seaver curriculum they support it both in their course content and student advising. One of the ways faculty support the goals of general studies in all classes is by calling upon students to speak effectively and write often.

#### Goals:

1. Students at Seaver College possess an understanding of the intellectual expectations and curricular rationale of a liberal arts education. They use the learning resources of the institution to equip them for life and not just prepare them for a vocation.
2. Students at Seaver College have opportunities to acquire specific skills of thought, expression, and organization in courses offered across the curriculum. These skills should include critical thinking, writing, speaking, listening, managing large amounts of information, problem solving, engaging in lifelong learning, and acting as agents of change.
3. Students at Seaver College have opportunities to learn about other cultures and the diversity that exists within our own culture in terms of gender, race, ethnic background, class, age, and religion.
4. Students at Seaver College have opportunities to draw upon multiple disciplines and integrate their ideas to address common themes, issues, or problems.
5. Students at Seaver College are encouraged to study subjects outside their major at advanced levels.

Objective:

- The Dean of Academic Programs organizes annual workshops for faculty on globalizing programs, majors, and courses by using the cultural and ethnic resources of Los Angeles ~ *(five year)*

#### G. Specialized Learning

Curricula for specialized learning, or courses of study leading to an academic major, have clearly articulated intellectual goals and organizing principles. Introductory courses within a major or program present in-depth the core of methods, theories, and foundational knowledge central to disciplinary study. Subsequent study exposes students to increasingly sophisticated skills and information. The curriculum is progressive and integrated. Each program concludes with the student's integrative or capstone experience.

Goals:

1. At Seaver College, academic programs have clearly articulated goals and organizing principles.
2. Specialized courses of study leading to a major generally follow a progressive or sequential curriculum that has a beginning (an introductory course), a middle, and an end (a culminating capstone experience).
3. Students at Seaver College have the opportunity to achieve mastery of creative, analytical, and critical skills in a particular area of study.
4. Introductory courses and culminating capstone experiences are offered in all majors.
5. Learning communities, such as the Great Books Colloquium, honors programs, and the freshman cohort program, enhance and complement both general education and major study and hence receive institutional support and encouragement.

Objectives:

- Seaver Academic Council proposals for new programs demonstrate that they 1) further the Christian and academic mission of Seaver College, and 2) respond to a demonstrated need ~ *(one year)*
- Major programs develop assessment plans such as student portfolios, intellectual autobiographies, and interpretative essays ~ *(three year)*

- Faculty develop a major specific capstone course or experience ~ (*five year*)
- Faculty periodically re-articulate how program goals, objectives, and structures contribute to the major and to general education ~ (*five year*)

#### H. Co-curricular Learning

According to the mission of Seaver College, “The College . . . recognizes the importance of both the curriculum and the co-curriculum. It strives to effect the total development of the student--intellectual, physical, emotional, social, and spiritual--and to lay the foundation of lifetime learning. It recognizes that learning takes place constantly in every facet of the student's life, and therefore seeks to integrate and direct this complex of experience toward its developmental goals.” Strong programs make concerted efforts to maximize the involvement of each student in out-of-classroom experiences that enhance and support their growth and development.

##### Goals:

1. In a seamless learning environment, Seaver College students are encouraged to take advantage of learning resources that exist both inside and outside the classroom.
2. Faculty are involved in co-curricular activities that promote student learning and development.
3. Classrooms are used as avenues for exploring the relevance and meaning of out-of-class learning experiences that relate to course objectives.
4. The Seaver community affirms that student learning occurs through involvement in co-curricular activities.

##### Objectives:

- A student resident facility is converted to a living-learning community with a faculty resident who facilitates broad-based student learning ~ (*five year*)
- **A co-curricular transcript provides students the opportunity to document their co-curricular learning ~ (*five year*)**

## I. Technology Learning

An effective and modern curriculum provides students with frequent opportunities, in courses of study and in individual assignments, to learn about and to use information technology and automated systems.

Goals:

1. On-going faculty development at Seaver College includes training in the use of technology. It is assumed that in support of the learning process faculty will remain literate and current regarding technology developments in their specific field.
2. To the extent possible, general education courses at Seaver incorporate computer and telecommunication technology as a regular part of both classroom learning and outside-of-class assignments.
3. Advanced courses generally include a complete introduction to technology and research tools that are specific to a major or course of study.
4. At some point during their course of study, students are exposed to the ethical issues involved in the use of technology, and the inherent limitations of that technology.

Objectives:

- Every student residence hall room, apartment room, and classroom on campus is connected to the university network ~ *(one year)*
- The Dean of Academic Programs organizes annual technology workshops for faculty ~ *(one year)*
- University funding provides Payson Library with additional on-line services and databases ~ *(three year)*
- Divisions review major courses of study to enhance the use of technology in advanced courses and exposing students to technological research tools in their field ~ *(five year)*

## J. Service Learning

The culture of learning at Seaver College embraces multiple pedagogues. Especially compatible with Seaver's Christian mission is service learning, where



students learn from and about their discipline by contributing their time and effort to identified community tasks. Within the context of an academic course, the student's service to others involves conscious reflection and intentional learning goals. Theoretically, service learning can be incorporated into any class.

Goals:

1. With administrative support from the college, Seaver faculty members are encouraged to incorporate service learning pedagogy into appropriate courses and to relate all service learning activities directly to the learning objectives of the class. Seaver College rewards faculty for exemplary integration of service and learning.
2. Students interested in service-learning experiences can find at least one class with a service-learning component in the course of study required by his or her major.
3. To facilitate adoption of service-learning pedagogy, the university develops partnerships with local community service agencies who understand the goals of service learning.

Objectives:

- The Dean of Seaver College provides funding for the administrative positions and services necessary to support service learning ~ *(three year)*
- Fifty percent of all graduating seniors will have participated in at least one service learning experience ~ *(five year)*

#### **IV. TRANSFORMING THE STUDENT**

Education is a process that empowers and changes lives. Seaver College, seeking to provide more than an intellectual college education for its students, aims to prepare students to live lives of usefulness once they leave the academy.

##### **K. Diversity**

The Christian mission of Seaver College is not antithetical to the ideal of diversity. In the midst of a Christian worldview, diversity should manifest itself in the presence of faculty and students from underrepresented groups, and in courses

and programs that offer multicultural learning opportunities and address issues of race, ethnicity, socioeconomic background, gender, age, and religion.

Goals:

1. Seaver College academic programs seek to provide opportunities for students to learn more about the different perspectives provided through race, ethnicity, socioeconomic background, gender, age, and religion.
2. Within the context of Pepperdine's mission and Seaver College's strategic plan, full-time faculty in each division reflect diversity in race, ethnicity, and gender.
3. Within the context of Pepperdine's mission and Seaver College's strategic plan, the students in each division reflect the diversity represented in our society.
4. The faculty in each discipline educate themselves about the contributions of individuals from underrepresented groups to the methodology, literature, and research of the discipline.
5. Seaver faculty are aware of those cultural, ethnic, religious, and gender issues that shape learning styles in the students they teach.

Objectives:

- Faculty, students, and staff from traditionally underrepresented groups are identified and recruited ~ (*one year*)
- Faculty participate in workshops that address race, ethnicity, gender, and religion in the formation of culture ~ (*one year*)
- Students can enroll in a number of three-course concentrations in ethnic and gender studies ~ (*three year*)

#### L. Global Perspective

The curriculum and co-curriculum of the college, according to Seaver's mission statement, is designed to "reflect a modern, global worldview much broader than that of the West and more complex and egalitarian than in former times." The evidence of a global perspective appears in the number of courses that deal with non-American subject matter, in courses in which faculty make global comparisons and linkages, and in the participation of students and faculty in Seaver College's international programs.

## Goals:

1. The faculty of Seaver College intends that graduates have a general knowledge of the larger world and understand both the wide range of its cultures and their interdependence and the place of their own culture in relationship to the world. Each student has a sense of the complexities of religion and ethnicity, the nuances of power, and the forces at work in the long, complicated histories of many nations.
2. Seaver College seeks to provide each student with a working knowledge and understanding of at least one foreign culture, including the skills to negotiate the challenge of life there as a speaker of its native tongue.
3. Seaver College graduates understand that world economies are increasingly integrated and interrelated.
4. Seaver students recognize that the nations of the Pacific Rim may be to the twenty-first century what Europe was to the twentieth century.
5. Seaver College graduates understand that environmental stewardship and conservation of natural resources contribute to sustaining an acceptable quality of life globally.
6. Seaver College faculty and students appreciate that multicultural Los Angeles is a microcosm of the world and useful as a resource for global understanding and as a laboratory for developing programs that serve humankind.

## Objective:

- A Center for International Studies and Modern Languages incorporates the international studies major, modern language majors, and the Institute for the Study of Asian Culture ~ *(three year)*

## M. Changed by Experience

As a learning methodology, experiential learning supports and enhances the teaching/learning process and requires preparation (reading and academic course work), intentional learning goals, participation in a “real world” setting, conscious reflection, and evaluation. Examples of experiential learning are internships, student teaching, supervised fieldwork, and other on-the-job experiences.

Goals:

1. Seaver College students have an opportunity to participate in some form of experiential learning that involves practical, workplace experiences guided by intentional learning goals and objectives, required readings and/or course work, and a culminating exercise of reflection and evaluation.
2. Coordinated by staff of the Seaver College Career Center, members of the Seaver College faculty, the Seaver Board of Visitors, and the Seaver College Alumni Association help develop internship activities for Seaver College students.
3. Where appropriate, each program of study develops an advisory board to strengthen its community network and increase opportunities for student internships.

Objective:

- Majors develop at least one internship or fieldwork course ~ *(five year)*

N. Advising/Career Development

Quality academic advising begins when a faculty person and a student discuss the goals and expectations of the program, the institution, and the student. It also involves discussing employment opportunities in the field and strategies for student success as he or she pursues and completes a program of study. It highlights the relationship between general education and specialized (major) education. Ideally, advising is an interactive process that makes a definite contribution to the student's education, informs faculty members about students' concerns, and results in a shared understanding of a plan of action that will serve well the needs of the student.

Goals:

1. The advising process at Seaver College provides every student with the opportunity to participate in short and medium-range academic planning and lifetime goals planning.
2. To encourage the development of exemplary advisors, Seaver College administration rewards and recognizes faculty and staff who have demonstrated excellent advising skills.

3. The College coordinates career advising so that they are an integral part of the student experience.
4. Seaver's academic programs and Student Affairs coordinate efforts to provide a comprehensive, student-advising program.

Objective:

- The Dean of Seaver College coordinates advising efforts to develop fieldwork, internships, student teaching, externships, and other on-the-job opportunities ~ (*three year*)

#### O. Outcomes Assessment

A comprehensive assessment process incorporates input from faculty, students, alumni, and peers in comparable programs, in order to determine a program's strengths, weaknesses, opportunities, vulnerabilities, goals, and outcomes. Strong programs have designed assessment processes that judge the outcomes of the program as a whole rather than the outcomes of a single course, the performance of an individual instructor, or the achievement of particular students. Assessment is intended to document the successes of the program, identify areas in which goals are not being met satisfactorily, and, ultimately, lead to improvements in the program. Ideally, many assessment processes have direct educational value for students.

Goals:

1. Within the context of a culture of assessment, every program of study at Seaver College has an ongoing assessment protocol that involves input from faculty, program graduates, students, and peers in comparable programs. Data from each program's assessment is used to make improvements in the program of study.
2. Careful self-study and assessment of academic programs benefit Seaver faculty by enhancing the teaching and learning that occurs in their classrooms.
3. At Seaver College, outcomes assessment procedures have an impact on institutional planning and budgeting.
4. A spirit of open inquiry and communication characterizes the conduct of assessment at Seaver and, as in the case of academic scholarship, the results of assessment are broadly shared.

Objectives:

- The Dean of Seaver College appoints a director of general education and assessment ~ (one year)
- The dean of academic programs charges a task force to explore competency-based evaluation of senior year students ~ (five year)

### III. Student Life

A. Rationale. The environment in which the student studies, works, and socializes exercises immense influence over his or her choice of lifestyle, development of values, and ultimately, formation of lifelong goals. The collection of programs and activities aggregately referred to as "Student Life" bears primary responsibility for the "co-curriculum"--that complex of experiences and events which occur outside the classroom and beyond the traditional academic forms of interactions between faculty members and students. Studies have shown that the nature and quality of this co-curriculum ultimately have a greater impact on the overall development of the students than any other aspect of the college experience. Of the one hundred and sixty-eight hours in each week, the average student spends only sixteen in the classroom. Seaver College does not attempt to function *in loco parentis*. It does, however, recognize the responsibility to enhance the quality of student life, and believes that the structure of the co-curriculum is a crucial factor in achieving the college's mission.

B. Overall goals. The overarching goal for student life activities is to encourage maximum *involvement*. There is a direct correlation between student learning, success, and retention on the one hand, and involvement (i.e. "the amount of physical and psychological energy that the student devotes to the academic experience"--A. Astin) on the other. Studies show that the level of involvement is more important in student learning and change than either individual student characteristics or the quality of the college itself.

The goals of student life fall under one of three headings, all designed to maximize involvement:

1. To create a wholesome living and learning environment, that is, to meet the students' physical needs for housing, food, physical and psychological health, and privacy in a manner compatible with Christian ideals.

2. To provide Seaver students with opportunities to address the personal developmental needs delineated in the college's academic strategic plan. These are listed in Part One: Section IV:3:1-6 of this document, and are briefly summarized here:
  - a. To continue the quest for knowledge and to adapt to constant change.
  - b. To enhance the ability to think, to synthesize, and to integrate knowledge.
  - c. To communicate effectively.
  - d. To have a broad cultural perspective and understanding of the world.
  - e. To develop moral integrity, based on a serious consideration of the Christian world view.
  - f. To acquire an enhanced potential for servant leadership.
3. To provide, additionally, opportunities for students to develop Christian values and commitment and good citizenship; to become well adjusted, responsible, productive adults; and to acquire the "global competence" demanded by an increasingly multi-cultural and international environment.

C. Staff Hiring and Development. The success of the co-curriculum is largely dependent on the nature and quality of the relevant staff. The following strategies will help ensure staff quality and effectiveness.

1. Hiring.
  - a. Staff members are hired who understand and are supportive of Seaver's mission, its Christian character, and its affiliation with Churches of Christ. A majority will be active in their religious communities, basing their daily lives on a personal faith in Jesus Christ. Of these, a significant core will be active members of a congregation of the Churches of Christ.
  - b. Staff members are hired who have sufficient experience and competence to act professionally.
2. Development.

- a. Provision is made for continuing professional development of staff, including thorough employee orientation on the mission of the college in general and Student Affairs in particular, policies and procedures relevant to the tasks assigned, and all applicable laws and regulations.
  - b. All Student Affairs staff members develop and maintain contact with the larger higher education community by such means as attending relevant national or regional conferences, task-related workshops, etc.
3. Faculty-staff interaction. The complementarity of the curriculum and the co-curriculum, and the centrality of the concept of involvement in ensuring student success, should be stressed at all levels. It is particularly important that faculty members on one hand, and student life staff members on the other, understand and appreciate one another's goals and seek to assist each other in providing Seaver students with an undergraduate experience of the highest quality. Active interaction between the faculty and the staff is constantly encouraged.

D. Meeting Physical Needs.

1. Food service.

- a. Goal: to provide the campus with safe, high quality, nutritious, and appetizing meals, in comfortable and attractive surroundings, at reasonable prices.

- b. Challenges.

- (1) Dining, service, food preparation, and office areas are all inadequate. When the dining room opened in 1972 approximately 500 students were on the board plan. Currently the number is approximately 1,200.
- (2) The Seaver Integrated Strategic Plan encourages students to be full time and to reside on campus (see Part One: I: B and IV: A). This strategy is tied closely to the conviction that environment and context are integral parts of the learning process, particularly in a Christian college. The present meal plans are restrictive and costly. Currently, board costs are considered a revenue-producing item in the Seaver budget, thereby placing an added cost on students who live on campus. This is especially the case with beginning students (who are required to live on campus), and, ironically, places additional pressure on an already strained financial aid budget.



- (3) Commuting students are inadequately served by the present system.

c. Strategies/targets.

- (1) Board costs will be determined in such a way that their price-value relationship is an incentive rather than a disincentive to residency on campus. Food service management will be treated as an auxiliary enterprise whose primary goal is the enhancing of campus life.
- (2) An automated meal card system will be instituted, and a more varied set of options for food service for faculty members, staff members, and students will be introduced.
- (3) Special dinners and programs, with special menus, will continue to be offered to help break monotony.
- (4) A plan will be developed for providing additional eating facilities in an enlarged student center and elsewhere on campus.
- (5) The food services offered in Tyler Campus Center will be thoroughly reviewed as a part of an overall plan to renovate and remodel the building.

2. Housing.

- a. Goals: to provide clean, comfortable living quarters, with adequate personal space, and an environment conducive to study and consistent with Christian values and standards of behavior. (See next section for Residential Life developmental goals.)

b. Challenges.

- (1) The present facilities are of insufficient size to accommodate the student body of a truly "residential" college.
- (2) They are in constant need of repair, but without any consistent budgeting policy for maintenance.
- (3) The present living environment continues to be sometimes characterized by excessive noise, insensitivity to the needs and

feelings of others, and behavior inconsistent with Christian standards.

- (4) The Residential Life Office is understaffed and overworked.
- (5) No housing provisions exist for married students.
- (6) The cost of on-campus housing is not competitive with housing of similar quality off campus. Costs are determined on the basis of revenue produced for the overall University budget. Students are therefore discouraged from living on campus, in contradiction to the college's co-curricular strategy (see IV:A above).

c. Strategies/targets.

- (1) Student housing to accommodate 75% of the student body will be provided, including housing for 30 to 50 married couples (without children), either by reducing student enrollment or by building additional facilities. Preference in married student housing might be given to couples, both of whom are students, or one a student and one a University employee.
- (2) Build a number of faculty-staff condominiums or apartments adjacent to the present residence halls in order to encourage interaction.
- (3) Create a permanent and enlarged housing office and increase staff size.
- (4) Housing costs will be determined in such a way that the price-value relationship is an incentive rather than a disincentive to residency on campus. On-Campus housing will be treated as an auxiliary enterprise whose primary goal is the enhancing of campus life.

3. Student Health Center (presently charged with serving the entire University community).

- a. Goals: to provide primary and emergency care services to all Pepperdine undergraduate and graduate students in a compassionate, culturally sensitive, Christian context, in a timely, cost-effective, and efficient manner.

b. Challenges: insufficient space, equipment, and personnel; low visibility.

c. Strategies:

(1) Strengthen the Health Center's presence and role within the University community.

(2) Explore the possibility of contracting for a comprehensive health care system with a medical group outside the University, located within the nucleus of the campus.

(3) Move toward establishing an enlarged, permanent, well-equipped, sufficiently staffed medical facility with extended hours. Provide the following health-related facilities and/or services: an infirmary with a one-bed-per-500-FTE student ratio, a dispensary, an X-ray machine, a system of after-hours emergency care, and transportation to medical care for students unable to transport themselves.

(4) Move toward a concept of "educational health" emphasizing such things as prevention, nutrition, and peer instruction in good health practices.

4. Counseling Center (presently charged with serving the entire University community).

a. Goals: to provide individual and group counseling service in areas such as family relationships, stress, dating and sexuality, alcohol and drug abuse, and eating disorders, at reasonable cost and within a Christian context.

b. Challenges:

(1) Insufficient facilities and staff.

(2) Societal norms and the lifestyles of many Seaver students and their families are at variance with traditional Christian values. This creates tensions and requires special maturity and wisdom in providing sensitive and caring counseling in a Christian context.

c. Strategies/targets:

(1) Establish permanent and enlarged counseling facilities.

- (2) Provide more opportunities for group and peer counseling and educational programs in areas such as drug abuse, eating disorders, sexual abuse, and stress management.
- (3) Maintain a counseling staff at a ratio of one counselor per 400 FTE students. In cooperation with GSEP, enlarge training programs and internships.
- (4) Implement a system in which students could gain access to taped information regarding common health problems by phone. A directory of topics would be made available.
- (5) Encourage faculty and staff involvement.

5. Intramurals and Recreation.

- a. Goals: To provide opportunities for leadership and sportsmanship development, skills in wholesome forms of recreation, experience in co-operative achievement, and a lifestyle which promotes general physical well being.
- b. Challenges:
  - (1) Inadequate space and facilities.
  - (2) Over dependence on student workers.
  - (3) Growing concern regarding risk management.
- c. Strategies/targets:
  - (1) Increase size and scope of facilities for student activities and recreation, including additional open space for recreation and organized intramural programs, and facilities for passive recreation.
  - (2) Maintain an adequate ratio of full-time staff members to participating students.
  - (3) Encourage increased faculty and staff participation.

E. Meeting Developmental Needs.

1. New Student Orientation. Studies show direct correlation between the quality of new student orientation and student retention and success. Orientation of new students is the responsibility of the college as a whole, but especially of Campus Life, the Freshman Seminar Program, and the Academic Advising Center. The NSO program seeks to provide a thorough introduction to the nature of student life in general and the specific nature of student life (including academic life) at Seaver College, clearly delineating the expectations and requirements of the college and assisting students in making appropriate personal choices. Orientations for special groups such as transfer students, older returning students, and international students should be offered to meet unique needs of these populations.
  
2. Social and Service Organizations (including fraternities and sororities and the Student Government Association).
  - a. Goals: To provide opportunities for experiential learning in leadership, service, social skills, and teamwork, and for the development of long-term friendships.
  - b. Challenges:
    - (1) Student organizations, particularly social organizations, should have goals and engage in practices which are consistent with the academic and spiritual mission of the college. Indeed, such organizations should work in partnership with the faculty, staff, and administration in furthering that mission. Care should be taken that student leaders are sufficiently trained and skilled in leadership, and are supportive of the mission of the college.
    - (2) Insufficient classroom space and tight academic scheduling make it difficult to find meeting times for student organizations. The scheduling of evening meetings limits involvement by commuter students.
  - c. Strategies/targets:
    - (1) Continue to use the RA (Residential Advisor) and SA (Student Advisor) training program and NSO (New Student Orientation) Program as major vehicles for the identification and development of student leaders.
    - (2) Strengthen the Inter-Club Council and the Inter-Greek Council in order to provide better support and guidance of student organizations.

- (3) Provide regular training and development regarding principles of effective leadership and organizational skills to student leaders, particularly presidents of organizations. A regular component of such training will be a discussion of the mission of the college and lifestyle and behavioral expectations.
  - (4) Study the feasibility of designating a block of time (about two hours) during which no classes are scheduled, enabling student organizations to meet.
  - (5) Encourage the development of additional categories of student organizations compatible with the mission of the University which reflect the diverse interests and backgrounds of Seaver students.
3. Campus Activities. Reference here is to activities specifically planned and sponsored by the college through the Campus Life Office such as Songfest, coffee house programs, talent shows, and lecture series.
  - a. Goals: To provide opportunities for leadership development, experience in cooperative achievement, enhancement of self-confidence, experiences leading to pride in accomplishment based on individual and group success, and an interesting and enjoyable campus environment.
  - b. Challenges:
    - (1) The need for involvement of a great number of students.
    - (2) The need to provide activities of interest to students throughout the weekend.
    - (3) The need for greater faculty involvement.
  - c. Strategies: Investigate the possibility of establishing a wide-ranging, highly visible program of speakers, concerts, and performances with cultural, artistic, and intellectual significance as well as appeal to students.
4. Residential Life. No element in the student's life has more impact than his or her residential experience. Those who supervise and co-ordinate the residence community represent and convey the values and standards of the college on a practical and day-to-day basis.

a. Goals: To create a Christian environment and to provide a place for academic study and reflection; to forge a sense of caring community; to foster behavior which exhibits respect for others; to provide opportunities for knowledge and appreciation of persons of widely diverse cultural and social backgrounds; and to provide choices for students in their residential experience.

b. Challenges:

(1) Continued care should be taken to select Resident Advisors and Student Advisors who strongly support the college's mission and expectations for student behavior, and who strongly exemplify these values themselves.

(2) Students and faculty members sometimes do not see the residence halls as a place of academic learning.

(3) The Residential Life Office suffers from insufficient staff and an arduous workload (see IV:D:2 above).

c. Strategies/targets:

(1) RA and SA selection and training will be emphasized, keeping Seaver's mission at the heart of the process.

(2) Staff and space will be increased (see IV:D:2 above).

5. Commuter Students. Since a valuable part of the college experience occurs outside the classroom, and since Seaver's educational mission includes interest in this part of the student experience, all students are encouraged to be full-time and to become a part of the campus community by residing on campus. The college must, nevertheless, recognize and address the developmental needs of commuter students.

a. Challenges:

(1) Ideally, all students would be full time and in residence. Presently, on-campus housing is insufficient to accommodate the student body. The recent trend of increasing enrollments exacerbates this already serious problem, making it increasingly difficult to fulfill the strategic mission of the college in the area of student

development. (See further discussion under Housing and Residential Life.)

- (2) The quality of student life of commuters and the emphasis upon the values and mission of the college do not match those provided to residential students.

b. Strategies:

- (1) Commuter students will be provided active assistance in finding housing most conducive to development consistent with Seaver's mission.
- (2) They will be provided with seminars designed to help them in adjusting to living on their own and encouraging them to conduct themselves in a way consistent with the standards required of on-campus students.
- (3) They will be provided with adequate information regarding campus events; facilities for recreation, study, lounging, parking, and eating while on campus; and adequate locker space. A number of these services and facilities are presently inadequate and demand attention.

6. Convocation.

- a. Goals: To involve as many Seaver students and faculty, staff and administration members as possible in a weekly meeting which symbolizes the college's unity of purpose and its spiritual mission, contributes to a sense of community through a common experience, provides opportunity for sharing information, and allows for discussion of the moral and spiritual aspects of current issues in the larger society.

b. Challenges:

- (1) A number of present policies allow large numbers of students exemption from convocation attendance. Currently, few staff members can be away from their duties during the convocation period. Faculty attendance at convocation is poor.



- (2) The University community tends to emphasize the mandatory nature of convocation attendance rather than the positive benefits of the experience.

c. Strategies/targets:

- (1) Explore the feasibility of an attendance policy which provides greater options for the students to fulfill the present attendance requirement, thus eliminating the need for "exemptions."
- (2) Develop a policy which allows staff persons occasionally to attend convocation.
- (3) Emphasize faculty attendance more explicitly and coordinate convocation and classroom experiences more directly.
- (4) Identify funds for more exceptional outside speakers and programs.
- (5) Involve the entire college community in planning and presentation of programs which emphasize the best possible use of each moment in each convocation.
- (6) Investigate the possibility of "shutting down the campus" (except for emergency services) during convocation to allow general attendance.
- (7) Conduct periodic reviews of this Seaver "institution" to see how well it is fulfilling its goals, and to examine alternative means to achieve those goals.

7. Spiritual Life.

- a. Goals: To provide opportunities for worship, to provide programs designed to develop spiritual leadership, to encourage the growth of student organizations with a service or spiritual emphasis, to lead in providing a spiritual "tone" within the college community, and to foster discussion of the moral and spiritual aspects of current issues in the larger society.
- b. Background: According to the 1986 document entitled CAS Standards and Guidelines for Student Services/Development Programs (prepared by the Council for the Advancement of Standards for Student Services/Development Programs), "a clear distinction should be made

between two separate but related functions of an educational institution: providing for the academic study of religion, and programs that promote the spiritual and moral development of its students." Such a distinction may be somewhat artificial, since all academic programs in Seaver College, including Religion courses, seek to provide opportunities for moral and spiritual development (see Part One: The Mission: Section I:E and Section IV:C:5). Nevertheless, academic integrity in the classroom calls for a fair presentation of alternative views and an atmosphere of free inquiry in which pressure to conform or advocacy to the point of overt proselytizing are inappropriate. The CAS document cited above also states, "a private or church-related institution may state its preference for a particular faith or church and may directly use its own resources for this purpose."

All Seaver students should be able to explore their own religious questions in an atmosphere of complete freedom of inquiry, with no pressure from any quarter within the college. At the same time, Pepperdine's Christian character and its special relationship with Churches of Christ is explicit, clearly stated, and is legally and academically legitimate. The University has a strong and continuing commitment and responsibility to serve the Churches of Christ, and to conduct its affairs in a manner consistent with the practices of traditional, Biblical Christianity in general, and of the Churches of Christ in particular.

On this basis, the official Campus Ministry of Seaver College is a co-operative program jointly sponsored by Student Life and by the Malibu Church of Christ.

Since all Seaver students--whatever their religious commitments--are encouraged to develop spiritually while in college, Student Life has a responsibility to provide or encourage programs which provide spiritual growth for all students. Consequently, other student- and faculty-led religious ministries, when officially recognized by the University, play an appropriate role in meeting the spiritual needs of students.

8. Volunteerism and Service Learning. The mandate for the Pepperdine Volunteer Center grows out of Pepperdine's affirmation that "knowledge calls for a life of service," a statement which is itself deeply rooted in the Christian tradition.
  - a. Goals: To encourage the concept of volunteerism expressed in the University's motto "Freely ye received, freely give," to provide opportunities for leadership development, and to provide "real world

experiences" leading to an understanding and life-long concern for those in need.

b. Challenges:

- (1) Inadequate funding.
- (2) Inadequate integration into the curriculum and co-curriculum.
- (3) Inadequate professional clerical help.
- (4) Lack of faculty support and responsibility.
- (5) Inadequate participation.
- (6) Inadequate program publicity.

c. Strategies/targets:

- (1) The Volunteer Center will serve as a clearing house, a resource and an intake center for volunteer placement opportunities by maintaining connections with civic organizations, community service programs, churches, missions, hospitals and other action groups, matching and coordinating human service needs with individual students.
- (2) In time, the center will provide in-depth information on internships and service learning opportunities through an extensive computerized database.
- (3) A Service Learning Task Force will be formed, composed of a faculty steering committee and a student life advisory committee. This task force will cooperate in exploring the possibilities for integrating service learning into the academic curriculum. A specific plan will be developed which integrates the academic curriculum and service learning projects of academic merit. A proposal will be developed to stimulate the faculty and staff to propose recognition and reward systems which will encourage student participation.
- (4) The Volunteer Center will either be endowed or incorporated into the base operating budget of the College as soon as possible in order to ensure long-term operations. Provision will be made to increase the budget as expanding needs require.

- (5) A major effort will be made to increase awareness and participation of faculty members, staff members, and students in volunteer activities, creating a "culture of concern" in which community service will be seen as integral to intellectual, social, and spiritual development.

9. Academic and Career Advising. Although students must take personal responsibility for decisions regarding courses taken, scheduling sequence, career choice, and employment after graduation, studies show that student retention and success are connected with the quality of advisement. Seaver students should enjoy a caring, sensitive, and helpful environment, with access to information and professional assistance in making these important choices. Faculty members work in conjunction with the Academic Advising and Career centers to reach the following goals:

a. Goals:

- (1) To provide orientation for new students which will enable them to understand the academic requirements, policies, and procedures of Seaver College.
- (2) To continue to provide guidance for students to enable them to make sound curricular choices.
- (3) To provide helpful, personal attention contributing to the retention and graduation of the largest possible number of admitted students.
- (4) To assist students in identifying their interests and skills, making career choices, and becoming aware of employment opportunities; providing on-going counseling and related assistance to alumni.

b. Challenges:

- (1) Although logically interconnected, the offices responsible for academic advising, career development, and alumni affairs, presently operate independently of each other, making comprehensive advisement difficult.
- (2) According to the College Placement Council, the ratio of students to professional career counselors should not exceed 600

to 1. The current ratio at Seaver College is approximately 1300 to 1, including the position of Career Center director.

c. Strategies:

- (1) The Academic Advising Center, the Career Center, and the Seaver Alumni Office should continue to seek ways to enhance operational connections.
- (2) The Career Center should provide the following services: career counseling, an occupational information library, résumé assistance, job postings, on-campus interviews, graduate school information, workshops and seminars in relevant subjects, and self-assessment tools.
- (3) A closer relationship between the Career Center and the Office of Student Employment should be explored.

10. Student Employment. A large number of Seaver students receive remunerated work assignments as a part of their financial aid package. Many others are employed by University departments. These work experiences should be considered part of the educational process, contributing to personal development, and structured in such a way that the student receives the maximum long-term benefit. Student employment should serve the student by teaching such life work skills as punctuality, dependability, attention to quality, and personal responsibility, rather than simply providing inexpensive labor for University offices. Special orientation sessions will be developed which will help the students learn from these assignments something about the world of work.

11. Cultural Enrichment. Seaver College actively seeks to reflect the multicultural environment of Southern California, and the increasingly significant interaction of cultures in a time when the earth has become a "Global Village."

a. International Student Services.

(1) Goals:

- (a) To recruit international students (approximately 15% of the total student population; see "Enrollment Management" II:B) who possess the characteristics listed in Part One: The Mission,

Section IVA, in co-operation with the offices of Admissions and Financial Aid Assistance.

- (b) To integrate enrolled international students into the mainstream of Seaver College life.
- (c) To utilize the presence of international students to enrich and diversify the educational environment.
- (d) To analyze and identify appropriate responses to the special educational, developmental, and personal needs of international students.

(2) Challenges:

- (a) Recruitment of international students is an increasingly difficult task due to Seaver's rising costs, combined with the current unavailability of financial aid and the necessity of admitting only highly qualified students.
- (b) The present administrative structure, which separates the Office of International Student Services from the Admission Office, makes integrated planning and action crucial.

(3) Strategies:

- (a) Investigate the possibility of placing the recruitment of international students under the dean of enrollment management and increasing the recruiting budget.
- (b) Investigate the possibility of placing the other functions of the International Student Services Office under the dean of students and developing a specific program designed to integrate international students into the life of the campus.
- (c) Revisit the present policy of denying financial aid to international students.

b. Cultural Enrichment Center.

(1) Goals:

- (a) To promote a greater understanding of domestic and international cultures.

- (b) To encourage an environment which respects and values cultural diversity among students and faculty and staff members.
- (c) To improve retention of domestic and international students from under-represented groups by addressing and supporting their academic financial and social needs.

(2) Challenges:

- (a) This program must make the transition from a start-up, experimental program with "soft" funding to a regular, base-line-budgeted activity of the college.
- (b) Mentoring programs now conducted or anticipated by the center (such as PepReach, Upward Bound, Mentor Network, and the NME Scholars Program) need permanent funding. These programs must be carefully coordinated with service learning initiatives as they are developed.

(3) Strategies:

- (a) Provide the Cultural Enrichment Center with a permanent endowment.
  - (b) Transition from the present start-up operation under the direct supervision of the Dean's Office, to a regular, continuing place within the Student Life component of the college.
- c. International Programs. In a real sense, Seaver's overseas initiatives represent the college's most extensive response to the overall goal of cultural enrichment for students. Because these programs involve virtually all aspects of college life they are dealt with in a special section below.

## **IV. International Programs**

*(A section of the integrated strategic plan of Seaver College dealing with programs conducted outside the United States will be developed at a later date.)*